



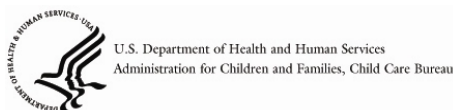
VIRGINIA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and after school, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

- ▶ **Learn and Serve Virginia.** The Learn and Serve Virginia (LSV) grant program provides the opportunity for schools to integrate community service with educational content areas. Beginning with the 2006-07 grant cycle and continuing for three years, LSV will focus on the environment and watershed protection and restoration as the context for service-learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. School divisions collaborate with community partners to develop environmentally based programs for student service-learning during the school day, as well as after school and on weekends. The LSV program is funded through Learn and Serve America.
- ▶ **PASS Initiative.** Partnership for Achieving Successful Schools (PASS), an initiative that began in 2002, is a comprehensive effort to improve student achievement in Virginia’s lowest academically performing schools. One key component of PASS is strengthened partnerships between schools, families, and communities. In addition to assistance with school administration and programs, PASS schools are matched with business leaders, many of whom enlist their employees or other members of the local community to serve as volunteer tutors and mentors for afterschool programs. The Virginia Department of Social Services has partnered with the Department of Education to target additional resources for before- and afterschool programs in elementary schools in Virginia’s underperforming areas, including Amherst, Covington, Petersburg, Portsmouth, and Richmond.

For more information, see www.passvirginia.org/index.cfm



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



Quick Facts

Demographics

| | |
|--|-----------|
| Total population: | 7,642,884 |
| Number of children ages 5-12: | 776,126 |
| Percent of population: | 10.2% |
| Percent of students eligible for free and reduced-price lunch: | 31.1% |
| Percent of K-12 students in Title I “Schoolwide” schools: | 27.4% |

For more demographic information, visit <http://nccic.acf.hhs.gov/statedata/statepro/index.html>

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Virginia Department of Social Services
Division of Child Care and Development

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|---|---------------|
| Total FFY06 federal and state CCDF funds: | \$165,105,255 |
|---|---------------|

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|----------------------------------|---------------|
| FFY06 total federal share: | \$102,464,075 |
|----------------------------------|---------------|

| | |
|-----------------------------------|--------------|
| FFY06 state MOE plus match: | \$62,641,180 |
|-----------------------------------|--------------|

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|--|-----------|
| FFY06 School Age & Resource and Referral Targeted Funds: | \$346,017 |
|--|-----------|

| | |
|-------------------------------------|-----|
| FFY06 Tribal CCDF Allocation: | \$0 |
|-------------------------------------|-----|

| | |
|---|--------------|
| FFY05 Total Quality Expenditures: | \$12,284,652 |
|---|--------------|

| | |
|---|-------|
| Percent of children receiving CCDF subsidies who are ages 5-12: | 42.6% |
|---|-------|

- ▶ **Project Graduation.** Established in 2003, “Project Graduation,” is a program to help rising high school seniors meet graduation requirements. Project Graduation combines regional summer academies, expanded access to online tutorials, distance learning opportunities, and statewide dissemination of information on other effective models that help students. Project Graduation is funded with federal dollars designed to underwrite innovative pilot programs to support statewide education reform efforts.

For more information, see www.pen.k12.va.us/2plus4in2004/index.shtml

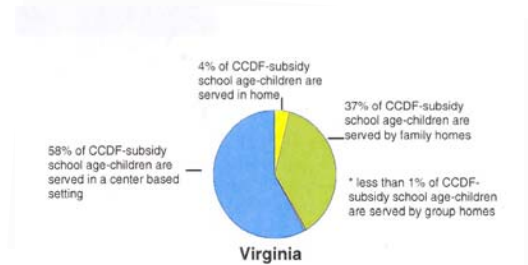
- ▶ **Truancy Reduction/ Dropout Prevention Program.** The Truancy Reduction/Dropout Prevention program is designed to identify truants and potential dropouts and provide coordinated services to help these students succeed in school. Program activities include academic enrichment, life skills and job training, and conflict resolution. Administered by the state Department of Education, the program serves elementary, middle, and high school students who are academically at-risk at 180 sites across the state.

Notable Local Initiatives

- ▶ **Falls Church Extended Day and After-School Activities.** In response to a citywide survey indicating a need for before- and afterschool child care, the City of Falls Church established an Extended Day Care Program in its two elementary schools and the After-School Activities Program (ASAP) at the local middle school in 1975. The programs are open to all children residing in the city who have working parents or guardians, regardless of ability to pay or disabilities. The programs provide a safe, fun, and enriching environment for students in kindergarten through eighth grade. Activities include recreational and board games, arts and crafts, music, drama, cooking, science, and language classes. Additionally, each site has a homework period of at least one hour that takes place in a quiet, supervised area.
- ▶ **Innovations for Schools, Youth, Neighborhoods and Communities (In-SYNC) Partnerships.** This initiative is jointly funded by the City of Hampton and the Hampton schools to improve youth, families, schools, and communities. Through a comprehensive strategic planning process among community-based organizations, agencies, children, and families, initiative stakeholders agreed upon three guiding principles: 1) increased and better coordinated resources through improved collaboration and partnerships; 2) community owned and supported services; and 3) high-quality programs that meet the needs of families. Afterschool programs are central to the In- SYNC project.
- ▶ **The Norfolk Afterschool Initiative (NAI).** NAI works to expand the availability and improve the quality of learning opportunities during the non-school hours by integrating education with afterschool programming for youth in Norfolk. Created by the Norfolk Afterschool Committee, NAI is part of the “Helping Municipalities Connect Education and Afterschool Initiatives” 12-month technical assistance project awarded to the City of Norfolk by the National League of Cities’ Institute for Youth, Education and Families. Spearheaded by the Norfolk Department of Youth Development, NAI focuses on conducting an inventory of all afterschool programs within the city, developing standards for Norfolk’s afterschool programs, and implementing a “model” middle-school afterschool program.

Quick Facts (continued)

• Settings



• Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

“Resource and referral and school-age” targeted funds:

The Department of Social Services may use funds to offer school-age grants through a competitive bid process for the purposes of enhancing or establishing programs statewide. Funds may be used to provide expansion or start-up grants for before- and afterschool care to schools participating in Virginia’s Partnership for Achieving Successful Schools (PASS).

Other quality activities: The state Department of Social Services may continue to fund local departments of social services for a Quality Initiative Grants Program. These funds may be used to improve the quality and availability of school-age programs. Funds may also be used to provide training to school-age providers on improving the quality of care.

• Provider Reimbursement Rates

Label assigned by state for school-age rate category:..... School-age

Maximum rate for center-based school-age category: \$133.00/week

Notes: Rates vary by county. Rates for Fairfax Co/City given.

Standardized monthly center-based school-age rate: \$220

Are separate subsidy rates offered for part-time and full-time care?.....No

Statewide Organizations

National AfterSchool Association Affiliate:

Virginia School-Age Child Care Association
 Karen Washington, President-Elect
 Newport News Parks, Recreation & Tourism
 700 Town Center Drive, Suite 320
 Newport News, VA 23606
 Phone: 757-926-1400/1449
 Fax: 757-926-1460
 E-mail: pres-elect@vsacca.org
 Web: www.vsacca.org

Statewide Child Care Resource & Referral Network:

Virginia Association of Child Care Resource & Referral Network
 c/o Memorial Child Guidance Clinic
 5001 W. Broad Street, Suite 140
 Richmond, VA 23230
 Phone: 804-282-5993
 Fax: 540-982-2935
 Email: ccsccrr@mindspring.com
 Web: www.councilofcommunityservices.com

Additional Resources

State Child Care Administrators:

<http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf>

State TANF Contacts:

<http://www.acf.hhs.gov/programs/ofa/tanf-dir.htm>

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer to CCDF:\$3,000,000

FFY05 TANF direct spending on child care:\$712,293

Program Licensing and Accreditation Policies

Are there separate licensing standards governing the care of school-age children? No

Are there specialized requirements for center-based care for school-age children? Yes

Ratio of children to adults in school-age centers:
 5-9 years 18:1; 10 years and over 20:1

Number of National AfterSchool Association (NAA) accredited programs: 25

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount:\$16,181,378

Most recent competition: December 2006

Applications funded: 27

Total first year grant awards:\$4,499,900

Fiscal agent type:
 88.9% school district
 11.1% other

Licensing required? No

Notes and Sources

Demographics

Total population: *Annual Estimates of the Population for the United States and States, and for Puerto Rico: April 1, 2000 to July 1, 2006*, U.S. Census Bureau.

Number of children ages 5-12: *Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2006*, U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Percent of K-12 students in Title I "schoolwide" schools: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional targeted funds on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY06 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY06 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY05 total quality expenditures: This data includes FY05 and prior year funds expended for quality from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under targeted funds for infant and toddler, school-age care and resource and referral. This figure provides information obtained from state financial reports submitted for FY05.

Uses of CCDF Targeted Funds and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are targeted specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2006-2007. State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Separate subsidy rates for part-time vs. full time and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services. Child Care Bureau. Report of State Plans FY2006-2007.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY05 that were awarded in FY05 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

States with separate school-age licensing standards and states with specialized requirements for child care centers serving school-age children: National Association for Regulatory Administration, 2005 Child Care Licensing Study, available at <http://www.nara.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=104>.

Ratio of children to adults in school-age setting: Data from the National Child Care Information Center (NCCIC), available at <http://nccic.acf.hhs.gov>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, March 2007, available at <http://www.naaweb.org>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds flow to states based on their share of Title I, Part A funds. States use their allocations to make competitive awards to eligible entities. Data from the U.S. Department of Education 21st Century Community Learning Centers Office and the 21st CCLC Profile and Performance Information Collection System.

The Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that state and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

Contact Us:

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Web: www.financeproject.org

National Governors Association

Center for Best Practices
444 North Capitol Street, NW
Washington, DC 20001
Phone: 202-624-5300
Web: www.nga.org

The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.